DOCUMENT RESUME

ED 242 090 EA 016 638

AUTHOR Hensarling, Paul R.; Erlandson, David A.
TITLE Handbook for the Supervision of the Intern in School Administration...A Performance Based Guide for the Intern and His Advisors
PUB DATE 80
NOTE 35p.
AVAILABLE FROM Demand Publishing Company, 4104 Nagle, Bryan, TX 77801 ($3.00; quantity discounts).
PUB TYPE Guides - Non-Classroom Use (055)

EDRS PRICE MF01/PC02 Plus Postage.
DESCRIPTORS *Administrator Education; Administrator Evaluation; Administrator Guides; Administrator Responsibility; Elementary Secondary Education; *Field Experience Programs; *Internship Programs; On the Job Training; *Practicum Supervision

ABSTRACT

This handbook is a comprehensive guide to the supervision of the intern for all positions with school administrative responsibilities: principal, superintendent, and middle administrator. It consists of eight sections, the first five of which are introductory, explaining the concept of the internship as a performance-based evaluative technique and summarizing the responsibilities of the supervising administrator and the college supervisor. The sixth section describes the administrative internship program at Texas A&M University and the Ed.D. internship in particular. The seventh section, comprising the main body of the handbook, begins with application procedures for prospective interns, followed by a guide to setting up an individual internship plan, including personal and professional goals, preassessment of competency and interest, and field service projects. Next, specific internship requirements are described, including a demographic study, logs and reports, and a final notebook. Information is also provided on conferences, seminars, on-site visitations, and evaluation. The eighth and final section lists suggested activities for administrative interns in the areas of personnel, curriculum and instruction, organization and scheduling, the school plant, students, school management, and public relations, with additional suggestions for superintendent interns. An appendix is provided, consisting of sample forms for all aspects of internship recordkeeping. (TE)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

U.S. DEPARTMENT OF EDUCATION
NATIONAL INSTITUTE OF EDUCATION
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

☒ This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official NIE position or policy.

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

Paul Hensarling

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

EA 016 638

HANDBOOK FOR THE SUPERVISION OF THE INTERN IN SCHOOL ADMINISTRATION

... a performance based guide for the intern and his advisors

PAUL R. HENSARLING
PROFESSOR EMERITUS
EDUCATIONAL ADMINISTRATION
TEXAS A&M UNIVERSITY
COLLEGE STATION, TEXAS, 77843

DAVID A. ERLANDSON
ASSISTANT PROFESSOR
EDUCATIONAL ADMINISTRATION
TEXAS A&M UNIVERSITY
COLLEGE STATION, TEXAS, 77843

DDDZ
DEMAND PUBLISHING COMPANY
SCHOOL SPECIAL SERVICES
4104 Nagle, Bryan, Texas 77801

COPYRIGHT (C) 1974 by PAUL R. HENSARLING
(REVISED 1980)

CONTENTS

I. INTRODUCTION

II. CONCEPT OF THE INTERNSHIP

III. ABOUT THE INTERN

IV. RESPONSIBILITY OF THE SUPERVISING ADMINISTRATOR

V. RESPONSIBILITY OF THE COLLEGE SUPERVISOR

VI. THE ADMINISTRATIVE INTERNSHIP AT TEXAS A&M UNIVERSITY
- A. Why the Internship?
- B. The Certification Internship
- C. The Ed. D. Internship

VII. CONDUCT OF THE INTERNSHIP
- A. Application
- B. The Individual Internship Plan
  1. Personal and Professional Goals
  2. Pre-assessment of Competing and Interest Areas
  3. Projects
  4. The Internship Plan
- C. Demographic Study
- D. Logs and Reports
  1. Weekly Log
  2. Monthly Log
- E. Final Notebook
- F. Internship Communications Conferences
- G. Seminars
- H. On-Site Visitations
- I. Evaluation and Rating

VIII. SUGGESTED ACTIVITIES

APPENDIX

INTRODUCTION

In the past, administrator preparation programs often have consisted of courses in which lists of administrative principles were digested, practices of various school systems were examined, and suggestions were given about how administrators should perform. Recently, the use of case studies, field trips, simulated problems, and community studies have been added in an effort to put reality into the program. The administrative internship has developed in an effort to reduce the gap between theory and practice. By introducing the prospective administrator to an active experience with a selected successful administrator, it is expected that the student will benefit by making some normal mistakes and learning more successful administrative strategies. Thus, this will reduce the probability of those mistakes after the student is employed in an administrative position.

This handbook is a guide to the supervision of the intern for all positions with school administrative responsibilities--the principal, superintendent, and middle administrator. "Suggested Activities" describe experiences which are necessary in all positions. This is followed by additional experiences which are related to the superintendency.

CONCEPT OF THE INTERNSHIP

The internship is designed so that a performance based evaluative technique can be employed. Each area of experience requires a set of mutually agreed upon performance goals and criteria. Once the specific assignment is completed, the intern, his administrator supervisor and the college supervisor evaluate the results in terms of the predetermined performance objectives.

The internship in school administration not only is a training situation for students, but it is also one means by which a busy administrator can have use of a professional assistant. By performing tasks or conducting affairs for which the supervising administrator might have little time, the intern may relieve the administrator of some work and in so doing, gain valuable experience.

ABOUT THE INTERN

The intern is almost ready to be recommended for certification. This could be the last practical learning experience before an administrative appointment. Up to this point the intern has been judged to be a competent person. The supervising administrator will be asked to evaluate the intern's performance later. However, at any time he discovers disabilities in qualifications of the student as an intern, he should notify the college supervisor immediately so that the intern may receive guidance or be removed from the internship. The intern should approach the job in a professional manner. This professional attitude can be acquired if he is given appropriate responsibilities and meaningful tasks to perform.

RESPONSIBILITY OF THE SUPERVISING ADMINISTRATOR

After his acceptance of the intern and of the responsibilities for supervision, the administrator should provide leadership. The first important step is to see that the internship is fully understood by the board of education, staff personnel, faculty, auxiliary personnel, and students. The administrator should create a climate in human relations which will make success possible for the intern.

Planned review sessions should be held to determine what activities have been accomplished and to project plans for future experiences.

In larger school districts many of the activities should be delegated to personnel charged with various areas of administrative work. For example, if the internship is the principalship, the intern should spend time in assisting the counselor, assistant principal, attendance clerk, and office manager. In the case of the superintendent intern, time should be allocated for work with the business manager, the directors of special services, personnel, public relations, administrative research, curriculum, maintenance, individual principals, and those in other middle administrative positions.

The supervising administrator generally gives support and guidance and "opens doors" which provide opportunities for the intern to gain experiences which will enhance the quality of the internship. He is an "arm" of the university, a member of a team endeavoring to make the internship the capstone of administrator preparation.

RESPONSIBILITY OF THE COLLEGE SUPERVISOR

The relationship of the intern, the school administrator supervisor, and the college supervisor must be characterized by complete cooperation and open communication. Indeed, the quality of the internship depends principally upon the astute cooperation of the intern and the administrator who supervises him.

The college supervisor is the agent who melds the total intern experience into a superior school administrator preparation. He has had a part in the intern's course of study and now shares a responsibility for the kinds of experiences necessary for the intern to "learn to do by doing." Also, he shares evaluation of the student in his internship setting with the administrator supervisor.

To accomplish these aims the college supervisor will do the following:

1. Select or approve the internship school system and administrator supervisor.
2. Visit the school system and obtain a formal internship agreement.
3. Make two or more visitations during the internship for the purpose of observation, consultation, and instruction.
4. Receive and evaluate monthly progress reports from the intern.
5. Hold one or more "on campus" seminars for all interns. Supervising administrators are invited to these seminars.
6. Consult with the administrator supervisor, check the various experiences

required, and evaluate the total internship in terms of objectives for school administration preparation.

THE ADMINISTRATIVE INTERNSHIP

WHY THE INTERNSHIP?

The internship, above all, must be a bona fide educational experience for the student involved in it. If the internship does not clearly provide a unique learning experience, there is no reason for a university to be involved in it. The internship, however, calls for a type of learning that is not available in the academic classrooms of the university. It can provide experiential learning that supplements more abstract learning from the university classroom with productive skills, attitudes, and motivations. It provides a setting for the successful integration of personal and institutional goals that marks the valued professional in modern society. The internship presents a unique opportunity for the prospective school administrator to blend academic learnings and insights with practical experience.

THE CERTIFICATION INTERNSHIP

The program for the preparation and certification of school administrators at Texas A&M University includes an internship, appropriate to the level for which certification is sought, that has been assigned a graduate credit allotment of three semester hours. This credit allotment is split between two semesters - one semester hour for the first semester and two semester hours for the second. The internship ordinarily will begin in the Fall semester and be concluded during the Spring semester. However, a student in the superintendent internship may take one graduate semester hour of EdAd 684e toward certification during the summer in order to take advantage of unique internship opportunities. The internship for certification must span at least a full academic year so that the intern has the opportunity to see the entire range of developmental activities that occur in a school organization during an academic year.

In addition to other requirements, the students seeking certification must log a minimum of 144 hours of performance activities as a school administrator.

THE ED.D. INTERNSHIP

The Ed.D. internship provides the base for practical experience data collection in the field that is required of the Doctor of Education degree. The Ed.D. internship is given direction by the student's doctoral committee. The Texas A&M University Graduate Catalog states: "Prior to its beginning, the internship must be approved in writing as to details by all members of the student's doctoral committee." After being approved by the Internship Supervisor, this document becomes, in effect, the Individual Internship Plan for the Ed.D. intern. The internship furnishes the intern with the opportunity to learn and practice data collection procedures in a practical situation.

The student working for the Ed.D. degree must complete a total of six semester hours of EdAd 684. The specific sections of EdAd 684 taken by the student and the number of hours taken per semester will, subject to requirements for certification, be determined by the student's doctoral advisory committee. A minimum of 50 hours of performance activity must be completed by the Ed.D. student for each graduate semester hour granted.

CONDUCT OF THE INTERNSHIP

APPLICATION FOR THE INTERNSHIP

In applying for the internship, the intern should follow these steps:

(1) The intern should first contact the internship advisor at the university regarding eligibility for the internship.

(2) The intern should then make arrangements with a certified administrator who will agree to serve as the field supervisor for the intern. After

reaching a preliminary agreement for the internship, the signature of this cooperating administrator should be obtained on the application form. The intern should return this form to the internship advisor.

(3) Upon turning in the application form it is the responsibility of the prospective intern to determine further requirements for the internship.

THE INDIVIDUAL INTERNSHIP PLAN

An individual internship plan needs to be established for each student in the internship. The student's plan should structure an internship experience that builds upon weaknesses and aspirations. The plan should ensure that there are no major gaps in the intern's practical preparation. It should also give him a chance to exercise his potential in those areas in which the intern hopes to excel.

The individual internship plan should be established prior to the commencement of the internship experience. It should include the following elements:

(1) Personal and Professional Goals

After reading over the questions below and thinking about them the intern should answer them on a separate paper and submit the answers to the college internship advisor prior to their first visit.

(a) What is your present position?
What do you expect to be your next administrative position?
What do you expect your position to be five years from now?
What do you expect your position to be fifteen years from now?

(b) What do you expect to be your leading characteristics as an educational administrator?

(c) In what way(s) will the internship help you in reaching your goal?

(d) How will you evaluate whether the internship is achieving its goal?
What kind of data will you collect in this regard?
In what way(s)?
From whom?

(2) Pre assessment of Competency and Interest Areas

Prior to the first visit, the intern should complete the "pre-assessment of Competency and Interest Areas" form (see Appendix). The information derived from this form will be used by the intern and the college supervisor to divide 144 hours or 150 hours of proposed administrative performance among the twelve experience areas. The intern should note that those 144 or 150 clock hours represent the minimum amount of time to be spent in performance activities. Observation and planning activities will also be necessary in order to maximize the learning from these performance activities.

(3) Projects

In planning internship projects, the intern should consult with the cooperating administrator and university supervisor to determine in what way these projects can best serve the ongoing school operation and fulfill the requirements of the internship. Plans for these projects should be included as part of the Individual Internship Plan.

(a) The Field Service Project should have these characteristics:

1. It should serve the ongoing school operation.

2. It should serve as an integrating experience. The student should be able to oversee the project from beginning to end. The intern should be able to plan, execute, and evaluate the project.

(b) Mini-Projects

The intern will also, in consultation with the cooperating administrator and university supervisor, develop two mini-projects. These mini-projects should have the same essential characteristics as the Field Service Project but will typically be less comprehensive in scope.

(c) Internship Project Experience Record and Observation Form

The three internship projects (i.e., the field service project and two mini-projects) will be briefly described on the "Internship Project Experience Record" sheet (see Appendix) and will be forwarded to the university supervisor as part of the Individual Internship Plan.

Upon completion of each mini-project or field service project, the student will describe the activity on an Internship Project Observation Form (see Appendix), have the cooperating administrator comment on it, and submit a copy of it to the university supervisor.

(4) The Internship Plan

Using the information from (1), (2), and (3) as a guide, answer the following questions:

(a) Which areas will you give primary attention?

(b) Which areas will you given secondary attention?

(c) Are there any areas you will give no attention?
If so, how do you justify this?

(d) Will time be available for your conduct of the internship? When?

(e) Do you anticipate difficulty in gaining any necessary experinces?
If so, which ones?

(f) How will your projects support the internship plan?

(g) How will your administrative skills of problem analysis, judgment sensitivity, decisiveness, leadership, organizational ability, stress tolerance, oral communication, and written communication be evidenced during the internship? (See Appendix for definitions.)
How will they be assessed? How will they be developed?

Upon completion, the Individual Internship Plan in effect becomes a contract for the internship and serves as a guide for conduct of the internship. Prior to submission of the Individual Internship Plan to the university supervisor for final approval, the Individual Internship Plan should be signed by the intern and the cooperating administrator.

DEMOGRAPHIC STUDY

Near the beginning of the internship, the intern should prepare a demographic study of school and school district in which the internship will be conducted. This demographic study should serve to enhance the internship by providing the intern with perspective for the internship experience. It also provides the college supervisor with an understanding of the internship situation and thereby enables both parties to conduct a significant dialogue about the internship. For this reason the demographic study should be turned in to the college supervisor prior to the first visit to the internship site.

The demographic study should include the following:

- Racial, ethnic, and socio-economic dimentions
- Physical plant
- Immediate surrounding environment
- Professional staff (background and tenure)
- How students typically get to school
- Organizational structure
- Instructional structure
- Other elements

LOGS AND REPORTS

Weekly Log

The intern will keep a weekly log of his daily activities and submit this log to the college supervisor at the end of each month. This log will record the length of time spent in various internship activities and will summarize the experience areas covered by these activities. (A sample of the form to be used for the log and a sample of a completed log are contained in the Appendix).

Monthly Report

The Monthly Report is a summary of activities experienced by the intern

during a given month. In this report an intern's related activities and time utilized are summarized under the twelve experience areas described in this handbook. If an intern has been unable to gain experiences in any of these twelve performance-based areas, the report will reflect this lack. By summarizing each month the totality of experiential involvement, interns are able to assess their individual progress toward required administrative internship outcomes. (An example of a monthly report is contained in the Appendix).

FINAL NOTEBOOK

At the conclusion of the internship, a final notebook is required containing all the elements of the intern's experience.

TABLE OF CONTENTS FOR INTERNSHIP NOTEBOOK

Notebooks are due at the final seminar and should contain the following:

1. Cover Page (identifying intern and school district)
2. Internship Application
3. Internship Plan (including Personal and Professional Goals)
4. Field Service Project (with Project Experience Record and Observation Form)
5. Mini-Project #1 (with Project Experience Record and Observation Form)
6. Mini-Project #2 (with Project Experience Record and Observation Form)
7. Demographic Study
8. Weekly Logs
9. Monthly Reports
10. Final Evaluation of Internship (by intern)

This final evaluation and summary should (1) cover the entire scope of the internship experience, (2) analyze the extent to which the requirements of the individual internship plan have been met, (3) project future learnings and experiences for the intern, (4) evaluate the effectiveness of the internship, and (5) make recommendations for improvement in the administration of the internship.

Plan to use a loose-leaf notebook with oversized divider sections or index tabs. Any changes will be announced by memo as necessary.

Notebooks may be picked-up at the Department of Educational Administration

at the conclusion of the Spring semester. All notebooks not picked-up will remain on file for one year and then be destroyed.

INTERNSHIP COMMUNICATIONS

Both formal and informal conferences should be held to facilitate internship communications:

1. Three-way conferences involving the intern, cooperating administrator, and college supervisor. (At least one such three-way conference will be required near the beginning of the internship to ensure that there is a true meeting of minds among all three parties regarding the nature of the internship, to clarify understandings regarding the conduct of the internship, and to open they way for further communications).

2. Frequent two-way conferences between the cooperating administrator and the intern to discuss current activities and future plans.

   (See Intern-Field Supervisor Communication form in Appendix)

3. Two-way conferences between the intern and the college supervisor.

4. Two-way conferences between the cooperating administrator and the college supervisor for evaluative purposes.

SEMINARS

Seminars are designed so that interns can share problems and opportunities experienced in the field with each other, with the college supervisor, and with cooperating administrators. Seminars will focus on building skills by which interns can more effectively handle practical administrative problems as they occur on the job and on ways of improving the internship itself. Ordinarily, between four and six internship seminars will be held during the internship year.

ON-SITE VISITATIONS

Typically, an on-site visitation will be made by the college supervisor, one at the beginning of the internship and one near the end. The chief purposes of the first visit will be (1) to hold an intitial three-way conference between intern, cooperating administrator, and college supervisor, and (2) to enable the college supervisor to obtain a first hand view of the situation in which the intern will operate. Other on-site visitations will be conducted as necessary to provide help to the intern and enable additional communication with the field supervisor.

EVALUATION AND RATING

Upon completion of the internship, the cooperation administrator will be requested to evaluate the quality and breadth of the intern's experience. This evaluation will include an assessment of the potential of the intern's probable success as a future administrator.

(1) Experience Areas

There are twelve suggested areas of experience in which the intern will have participated. Each of these areas is to be evaluated by the cooperating administrator in terms of competence on a scale from 0 to 5, with 0 equating no competence in the area, and 5 representing excellent competence. A summary evaluation of the intern's probable success in his chosen field also will be rated on a 5 point scale with 5 representing maximum competence. Using the twelve major criteria in each area of administration, judgment of competence is based upon performance. (See Appendix for forms.)

The intern will use the same form to evaluate his own performance.

(2) Administrative Skills

In a similar manner the cooperating administrator and the intern will evaluate the intern's performance along each of the twelve behavior dimensions identified by the NASSP Assessment Center. (See Appendix for forms.)

SUGGESTED ACTIVITIES

PROFESSIONAL PERSONNEL

1. Survey available professional literature and recommend procedures for setting up or improvement of a professional library for teachers.

2. Survey the attitudes of teachers on a profess l problem of concern. Plan a faculty meeting based on the findings and participate in the presentation of the data.

3. Make a study of the personnel turnover in the school during the past five to ten years. List priority reasons for teachers leaving and remaining in the system.

4. Conduct a survey of the general and professional reading done by the teachers. Make a bibliography of suggested aids, graded and annotated.

5. Develop a plan for the orientation of substitute teachers and the continuous use of this medium of dissemination of information about the schools.

6. Develop an instrument to determine teachers' knowledge of existing school policies.

CURRICULUM AND INSTRUCTION

1. Survey the attitudes of teachers on an instructional problem of some concern and report the findings to the supervising administrator.

2. Study the accessibility and use of the library and make recommendations for improving its use by students.

3. Study the location, maintenance, and use of audio-visual and technological equipment and propose a program to increase its use and effectiveness.

4. Study the teaching methods in one grade of the school in terms of current learning theory as found in the literature.

5. Make a survey of students' attitudes regarding curriculum and instruction. Based upon the findings, make recommendations concerning the improvement of the educational program.

6. Study the implementation of computer assisted instruction, information retrieval, and learning center techniques.

ORGANIZATION, GROUPING, AND SCHEDULING

1. Make a system-wide study of responsibilities and authority of professional employees and present findings in narrative and chart form (both the formal organization and the way things really get done.)

2. Devise a plan of building, lunchroom, and playground supervision for the regular school program and for special situations (such as games, programs, or severe weather conditions), fitting the whole plan into the total teacher load.

3. Develop a schedule of classes and room assignments for the next school year.

4. Study data processing and its expanding role in organization, grouping, scheduling, and other adaptations.

THE SCHOOL PLANT

1. Study the utilization of space in the buildings and grounds.

2. Survey the building and grounds for needed alterations and repairs.

3. Survey the school plant to determine its effect on the instructional program.

4. Make a study to determine if hazards exist in and around the school.

5. Study present equipment use and make recommendations for more effective use.

PUPIL PERSONNEL

1. Make a case study of problems related to students.

2. Develop improvements for admitting, orienting, and assigning new pupils.

3. Develop plans for improving student participation in school policy making.

4. Make a study of the incidence and source of different types of discipline problems.

5. Work with the student council in a study of student problems.

6. Make an enrollment projection for the next five years.

SCHOOL MANAGEMENT

1. Study the internal accounting procedures that are used.
2. Study the records and reports that are required.
3. Study incoming correspondence and prepare suggested replies for letters.
4. Study problems relating to management of textbooks, supplies and equipment.
5. Assist in the preparation of required reports.
6. Suggest or implement some follow-up regarding the above.

PUBLIC RELATIONS

1. Plan school activities in observation of Public School Week, American Education Week, Education-Business Day or similar observances.
2. Plan observances of various state or national holidays.
3. Make a study of the literature and other resources which are available to students at home.
4. Make a study of teachers' attitudes about the school-community in which they serve.
5. Prepare news releases for the various media to be approved by the supervising administrator.
6. Prepare publications for distribution through school personnel and students.
7. Organize a public relations program for the school unit on a year-round basis.

ADDITIONAL SUGGESTIONS FOR THE SUPERINTENDENT INTERN

1. Assist in the preparation of the budget.

2. Assist in the preparation of the superintendent's annual report to the state's education agency.

3. Assist in the preparation of the agenda for board meetings.

4. Attend board meetings upon invitation of the superintendent. (May be called upon to present research and background papers pertinent to problems being studied by the superintendent and school board.)

5. Study taxation systems and problems.

6. Conduct surveys needed by the superintendent.

7. Observe or assist in the system of employment of personnel.

8. Consider the initiation of data processing or the improvement and extension of the program in operation.

9. Study cases related to legal responsibilities of schools.

10. Assist in the preparation of elections for schoolhouse bonds from persuasion of the public to the selling of bonds.

11. Assist in school building management, maintenance, remodeling, reallocation of space, construction of new units, and working with contractors and architects.

12. Study the system as it relates to the improvement of instruction and equal opportunity for all children.

13. Consider a projected plan (or improvement of present system) of kindergarten and early childhood education.

14. Become acquinted with all federal programs, distinguishing those in which the school system, the community and students may receive most benefit.

15. Create or extend the public relations program to a system-wide plan.

APPENDIX

Application for Internship Program

Pre-Assessment of Competency and Interest Areas

Rating Form: School Principal or Mid-Management Administrator

Rating Form: Superintendency

Rating Form: Aministrative Skills

Weekly Log (form)

Weekly Log (sample)

Monthly Report (sample)

Internship Project Experience Record

Internship Project Observation Form

Intern-Field Supervisor Communications

APPLICATION FOR INTERNSHIP PROGRAM

Tear Sheet

Date: _____

STUDENT'S REQUEST

Having completed (or presently enrolled in) all courses required for certification as a Principal-Middle Administrator/Superintendent except the following:

_____

_____

I request approval for admission to:

☐ Educational Administration - Internship for the School Principal-Middle Administrator

☐ Educational Administration - Internship for the School Superintendent

☐ Educational Administration - Internship for the Doctor of Education Degree

during the _____ semester _____ (year).

I have made the necessary arrangements with the following administrator to carry out the course requirements.

Cooperating Administrator:

Name _____ School Phone: _____

Title _____

Location _____

_____ Zip _____

Student's Name _____ Phone:

Address _____ School: _____

_____ Zip _____ Home: _____

AGREEMENT AND APPROVAL

As the Cooperating Administrator, I recommend _____ (Student) for acceptance into the Internship Program and indicate my willingness to provide the appropriate "on the job" supervision and assistance so that the course requirements may be met.

_____
Cooperating Administrator (Signature)

Approved _____
Chairman, Student's Certification or Degree Program

_____ Date: _____
College Supervisor Assigned

Name_____ 20

Tear Sheet

Middle Administrator Internship

Pre-assessment of Competency and Internship Areas

1. Describe briefly, on the back of this sheet, the activities that you have previously performed in each of the twelve experience areas. (If no activites have previously been performed in an experience area write "none".)

2. Competency and Aspiration Rankings

   a. Under column #1 below, rank order the twelve experience areas according to how competent you feel in each area. (1 for the area in which you feel most competent, 12 for the area in which you feel least competent.)

   b. Under column #2 below, rank order the twelve experience areas according to your present interests and career aspirations. (1 for highest, 12 for lowest.)

Experience Area #	Column #1 Present Competence	Column #2 Career Aspirations
1. School organization		
2. Superintendent - middle administrator relations		
3. Curriculum planning and development		
4. Supervision of instructional programs		
5. Allocation of space, time, money, and personnel resources to the instructional program		
6. Selection, development, communication with and evaluation of staff personnel		
7. Administration of pupil records, evaluation, discipline, and guidance		
8. Administration of auxiliary services and functions		
9. School - Community Relations		
10. Student Activities		
11. Administration of special services to the handicapped		
12. Research interest and profession study		

Complete two copies of this rating sheet. Give one to your university supervisor prior to your first conference.

CONFIDENTIAL REPORT

TO: The College Supervisor
BY: The Supervising Administrator

Tear Sheet

Internship for the School Principal (all level)
or Mid-Management Administrator

Name _____ Place of Internship _____

Beginning Date: _____ Ending Date: _____

This on-the-job experience requires a minimum of 144 clock hours of activities (not observation) by the intern under the supervision of a successful practicing school principal or other administrator. Some interns will complete this experience in a semester. This can be accomplished if released time is allowed; otherwise, up to twelve months may be necessary to complete the twelve required experiences.

As his supervisor, please evaluate the extent to which the following experiences have been worthwhile by circling one of the numbers : 0=none, 5=excellent experience.

PERFORMANCE BASED

1.	School organization	0 1 2 3 4 5
2.	Superintendent - middle administrator relations	0 1 2 3 4 5
3.	Curriculum planning and development	0 1 2 3 4 5
4.	Supervision of instructional programs	0 1 2 3 4 5
5.	Allocation of space, time, money, and personnel resources to the instructional program	0 1 2 3 4 5
6.	Selection, development, communication with and evaluation of staff personnel	0 1 2 3 4 5
7.	Administration of pupil records, evaluation, discipline, and guidance	0 1 2 3 4 5
8.	Administration of auxiliary services and functions	0 1 2 3 4 5
9.	School - Community Relations	0 1 2 3 4 5
10.	Student Activities	0 1 2 3 4 5
11.	Administration of special service to the handicapped	0 1 2 3 4 5
12.	Research interests and profession study	0 1 2 3 4 5

On a five point scale (5 being best) I consider this intern's likelihood of success as a principal or other middle administrator to be:

0___ 1___ 2___ 3___ 4___ 5___ Comments _____

_____

Date _____ Supervising Administrator _____

School System _____ Title _____

CONFIDENTIAL REPORT

TO: The College Supervisor
BY: The Supervising Administrator

Internship for the Superintendency — Tear Sheet

Intern's Name _____ Place of Internship _____

Beginning Date: _____ Ending Date: _____

This on-the-job experience requires a minimum of 144 clock hours of activities (not observation) by the intern under the supervision of a successful practicing Superintendent of Schools. Some interns will complete this experience in a semester. This can be accomplished if released time is allowed; otherwise, up to twelve months may be necessary to complete the twelve required experiences.

As his supervisor, please evaluate the extent to which the following experiences have been worthwhile by circling one of the numbers: 0=none, 5-excellent experience. (See "Handbook for Supervisor of the Intern in School Administration" if more detailed explanation is needed.)

PERFORMANCE BASED

1.	School organization and administration	0 1 2 3 4 5
2.	School board-superintendent relations	0 1 2 3 4 5
3.	Instructional leadership: curriculum planning, organization, supervision	0 1 2 3 4 5
4.	School finance and business management	0 1 2 3 4 5
5.	School plant management and construction	0 1 2 3 4 5
6.	Staff personnel relations	0 1 2 3 4 5
7.	Faculty and staff professional improvement	0 1 2 3 4 5
8.	School-community relations	0 1 2 3 4 5
9.	Research interests and professional study	0 1 2 3 4 5
10.	Legal aspects of school administration	0 1 2 3 4 5
11.	Texas Education Agency requirements and records	0 1 2 3 4 5
12.	Organization and administration of Special Services (transportation, cafeteria, health, guidance, etc.)	0 1 2 3 4 5

On a five point scale (5 being best) I consider this intern's likelihood of success as a superintendent to be:

0____ 1____ 2____ 3____ 4____ 5____ Comments _____

over

Date _____ Supervising Administrator _____

School System _____ Title _____

Tear Sheet

MODEL FOR WEEKLY LOG

Week Beginning: _____ Ending: _____

Date	Time		*Performance-Based Experience Area		Description of Related Activity
	Started	Ended			

Totals: Time Utilized: (Hours) _____ Experience Areas Identified _____

* (See Twelve Experience Areas)

DUPLICATE AS NEEDED

CONFIDENTIAL REPORT

TO: The University Supervisor
BY: The Supervising Administrator

Tear Sheet

Administrative Skill Assessment

Name _____ Place of Internship _____

Beginning Date: _____ Ending Date: _____

As the intern's field supervisor, please evaluate the degree of proficiency demonstrated by the intern on each of the following dimensions by circling one of the numbers: 0 = none, 5 = outstanding ability. In the space at the right briefly cite the circumstances which lead you to any ranking other than 2 or 3.

Administrative Skills

1. PROBLEM ANALYSIS: Ability to seek out relevant data and analyze complex information to determine the important elements of a problem situation; searching for information with a purpose.	0	1	2	3	4	5
2. JUDGMENT: Ability to reach logical conclusions and make high quality decisions based on available information; skill in identifying educational needs and setting priorities; ability to critically evaluate written communications.	0	1	2	3	4	5
3. ORGANIZATIONAL ABILITY: Ability to plan, schedule, and control the work of others, skill in using resources in an optimal fashion; ability to deal with a volume of paperwork and heavy demands on one's time.	0	1	2	3	4	5
4. DECISIVENESS: Ability to recognize when a decision is required (disregarding the quality of the decision) and to act quickly.	0	1	2	3	4	5
5. LEADERSHIP: Ability to get others involved in solving problems; ability to recognize when a group requires direction; to effectively interact with a group; to guide them to accomplish a task.	0	1	2	3	4	5
6. SENSITIVITY: Ability to perceive the needs, concerns, and personal problemes of others; skill in resolving conflicts; tact in dealing with persons from different backgrounds; ability to deal effectively with people concerning emotional issues; knowing what information to communicate and to whom.	0	1	2	3	4	5
7. STRESS TOLERANCE: Ability to perform under pressure and during opposition; ability to think on one's feet.	0	1	2	3	4	5
8. ORAL COMMUNICATION: Ability to make a clear oral presentation of facts or ideas.	0	1	2	3	4	5
9. WRITTEN COMMUNICATION: Ability to express ideas clearly in writing; to write appropriately for different audiences - students, teachers, parents, et. al.	0	1	2	3	4	5
10. RANGE OF INTERESTS: Competence to discuss a variety of subjects - educational, political, current events, economic, etc.; desire to actively participate in events.	0	1	2	3	4	5
11. PERSONAL MOTIVATION: Need to achieve in all activities attempted; evidence that work is important in personal satisfaction; ability to be self-policing.	0	1	2	3	4	5
12. EDUCATIONAL VALUES: Possession of a well-reasoned educational philosophy; receptiveness to new ideas and changes.	0	1	2	3	4	5

Date _____ Supervising Administrator _____

School System _____ Title _____

WEEKLY LOG

Week Beginning: March 21, 1977 Ending: March 25, 1977

Date	Time Started	Time Ended	Performance-Based Experience Area	Description of Related Activity
Mar 21	08:30	10:30	12	I worked with Mr. Henry A. Colwell in the area of textbook service and Mr. Curtis Laudermilk on the subject of Guidance Services.
	10:30	11:30	3	I worked with Mrs. Mary Thornton on curriculum planning and organization with emphasis in the area of quality and quantity of materials available to compliment the BISD curriculum program.
Mar 23	08:30	11:30	2	I accompanied Dr. Don Garrison to Neal campus on North Congress Street and then to the Central Office, on school business matters. During the course of the morning I talked briefly with Dr. Wesley K. Summers, Dr. Cecil Nabors and Mr. C. B. McGown.
Mar 25	08:30	10:00	8	Mr. Wiggins was in the process of preparing evaluation sheets on personnel who are in their first year of teaching and those with marginal performance. The rating form progresses from a high score of 5 to a low rating of 1. The prepared rating is shared with the person being rated.
	10:30	11:30	2	Some time after school closed yesterday and prior to 07:30 AM today $266 + was removed from the school safe. A full police investigation was requested by Mr. Wiggins. Considerable coordination took place between the school and central office throughout most of the morning.

Totals: Time Utilized: (Hours) 9

Experience Areas Identified 2,3,8, & 12

MONTHLY REPORT

MIDDLE ADMINISTRATOR INTERNSHIP

1. School organization and administration

   Limited experience was gained in this area working with Mr. Wiggins on the summer school program.

2. Superintendent-principal-middle administrator relations

   Dr. Don Garrison took me with him on a visit to the trade school (Neal Campus) and then to the central office. During the visit I talked briefly with Dr. Wesley K. Summers, Dr. Cecil Nabors and Mr. C.B. McGown.

   On the night of March 24, $266.00 disappeared from the school safe. The school business manager is responsible for these sundry funds. An investigation is being conducted by the Bryan City Police.

3. Curriculum planning and organization

   Mr. Colwell and I worked on the curriculum for summer school with empahsis on the area of driver training. Mrs. Thornton briefed me on her duties as assistant principal in charge of curriculum. She then introduced me to Joe Calloway, John Rouse, Harry Crenshaw, and Jean Moore. We spent the morning working on a course outline for physics and chemistry.

4. Supervision of instructional personnel

   Mr. Click, metals shop instructor, posed a problem for the principal to resolve.

5. Scheduling

   No experience in this area this month.

6. Administration of professional personnel

   I attended the BISD School administrators meeting. Routine matters were addressed and resolved; corrective action planned.

7. Management of non-professional personnel

No experience in this area this month.

8. Performance based evaluation of personnel

Mr. Wiggins prepared written evaluations on several teachers and shared the rating and his rational with me. I visited a class and afterwards Mr. Wiggins, Mrs. Thornton and I compared our evaluations of the teachers.

9. Administration of pupil personnel testing, guidance

Due to the crowded schedule of the counselors resulting from the preparation of the 1977-78 student's schedule I could do little more than observe the activity.

10. Administration of pupil accounting systems and records

No experience in this area this month.

11. School-community relations

Mr. Wiggins responded by telephone to two disgruntled parents and seemed to satisfy their complaints. The same was true of a parent who visited the office.

12. Supervision of special services and student activities

Mr. Colwell gave me a detailed briefing on textbook adoption, ordering, receiving, issuing, collecting, storing, and how to dispose of those out of adoption. A vote to change the student ccuncil constitution was conducted.

Additional performance based subtopic experience

1. Taxation, assessment, equalization

I attended the Political Forum meeting and heard State Representative Dan Kubiak discuss public school financing. Local press coverage of the meeting is attached.

INTERNSHIP PROJECT

EXPERIENCE RECORD

Tear Sheet

To be filled out by the intern, after conference with cooperating administrator, and forwarded to the university supervisor.

INTERN'S NAME _____

COOPERATING ADMINISTRATOR _____

Mini-Project #1

DATES TO BE CONDUCTED _____

RELATED EXPERIENCE AREA _____

DESCRIPTION OF ACTIVITY _____

_____

_____

_____

Mini-Project #2

DATES TO BE CONDUCTED _____

RELATED EXPERIENCE AREA _____

DESCRIPTION OF ACTIVITY _____

_____

_____

_____

Field Service Project

DATES TO BE CONDUCTED _____

RELATED EXPERIENCE AREA _____

DESCRIPTION OF ACTIVITY _____

_____

_____

_____

INTERNSHIP PROJECT

OBSERVATION FORM

Tear Sheet

INTERN'S NAME _____

DATE CONDUCTED _____

RELATED EXPERIENCE AREA _____

DESCRIPTION OF ACTIVITY _____

COOPERATING ADMINISTRATOR'S COMMENTS _____

UNIVERSITY SUPERVISOR'S COMMENTS _____

INTERN-FIELDSUPERVISOR COMMUNICATIONS

A Guide for Productive Interaction

Before the Internship

1. The intern needs to meet with the practicing administrator who will serve as field supervisor for the internship.

   a. The chief purpose of this early meeting is to explore the possibility for an internship experience that will support the training needs and career goals of the intern.

   b. If a suitable internship can be arranged, an "Application for Internship Program" form should be signed by the intern and the supervising administrator. After this, it should be turned in to the university supervisor for his approval.

2. After the intern's Individual Internship Plan has been drawn up, the intern and supervising administrator should meet to plan particular activities that will support each of the scheduled experience areas. It is recognized that, because of changing circumstances, some of these activities will not be able to be accomplished. Nevertheless, this early specification will prepare both intern and supervisor for taking advantage of alternate opportunities as they arise.

During the Internship

3. Intern and supervising administrator should, if at all possible, get together immediately after significant internship activities for the purposes of critiquing these experiences and making plans for the conduct of future internship experiences.

4. Intern and supervising administrator should also meet on a regularly scheduled basis, at least once a week, to assess what has happened in the internship during the preceding period.

5. The supervising administrator should read the intern's monthly report and initial it prior to its submission to the university supervisor.

Following the Internship

6. Toward the end of the internship, or at its conclusion, the intern and supervising administrator should meet to critique the entire internship experience. The supervisor should candidly and confidentially provide the intern with an evaluation of his strengths and weaknesses and furnish the intern with direction for future career growth.

SUMMARY

The internship has proved to be a fine experience for the intern. It is anticipated that the school system in which he works will take advantage of his services. The principal objective of the internship is to add quality to the training of future administrators.

. . . ABOUT THE AUTHORS

Dr. Paul R. Hensarling is a professor of educational administration at Texas A&M University, College Station, Texas, and former Head of the Department of Education. He has served in public schools as a teacher, principal, director of administrative research and school-community relations, and as superintendent of schools.

He is an advocate of the internship as a high quality experience and as a requirement for certification. His philosophy on this subject is evident in this guide for the intern and his advisors.

Dr. David A. Erlandson is an assistant professor of educational administration at Texas A&M University. Formerly he was a professor at Queens College of the City University of New York. He also has been a teacher, building administrator, and central office administrator in the public schools of Illinois.

As a former intern, cooperating administrator, and coordinator of a college internship program, he has brought with him to Texas A&M University a strong belief in the significance of the internship and a thorough understanding of the procedures that make if function best.

AN INTERNSHIP IS AN "ON-HANDS" EXPERIENCE

cover design and layout: jo ann starr